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ABSTRACT

The state of Colorado has set forth six content standards for dance education in its public schools: (1) students will understand and demonstrate dance skills; (2) students will understand and apply the principles of choreography; (3) students will create, communicate, and problem solve through dance; (4) students will understand and relate the role of dance in culture and history; (5) students will understand the benefits of dance for lifelong fitness; and (6) students will understand the relationships and connections between dance and other disciplines. Grade level expectations are listed for each standard for each grade, K-12. (Provides an extensive glossary of relevant dance education terms.) (BT)

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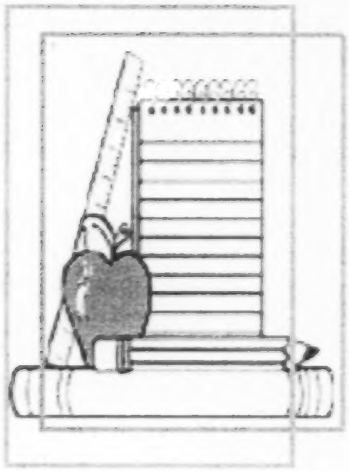
ED 451 119

Colorado Model Content Standards For Dance

Suggested Grade Level Expectations

May 2000



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COLORADO GRADE LEVEL EXPECTATIONS IN DANCE

STANDARD 1: Students will understand and demonstrate dance skills.

GRADE K

This requires that the student:

- is able to move and then be still
- can be on and off balance
- identifies and moves body parts in isolation and together
- does locomotor and nonlocomotor movements appropriate for age level
- is aware of simple spatial relationships, i.e. self and others
- explores movement in different directions, levels and pathways
- does movement at different speeds and in simple rhythms
- knows the difference between smooth and sharp movements

GRADE 1

This requires that the student:

- uses both movement and stillness
- is able to transition between being on to off balance
- does movements using more than one body part at a time
- demonstrates and repeats locomotor and nonlocomotor movements appropriate for age level with basic accuracy
- begins to relate to other dancers in space
- can do movements at various levels, in different directions, and on a number of pathways
- creates own body shapes and can also copy body shapes of others
- performs short movement sequences

GRADE 2

This requires that the student:

- recognizes some basic dance steps or movements
- demonstrates sequences using locomotor and nonlocomotor movements appropriate for age level
- does short movement sequences using different body parts, pathways, levels, directions, tempos and energies
- moves with and reacts to other dancers in the space
- demonstrates a series of movements with simple rhythms

GRADE 3

This requires that the student:

- follows and recognizes a variety of simple dance steps and movements
- follows and demonstrates sequences that involve a greater variety of locomotor and nonlocomotor movements
- performs movement sequences that involve a greater variety of the elements
- performs more complex rhythms

GRADE 4

This requires that the student:

- follows more details found in steps or movements
- moves and coordinates simple actions of different body parts at the same time
- does movement sequences which involve age appropriate use of locomotors and nonlocomotors
- does movement sequences which include contrasting use of the elements
- performs more complex rhythms and recognizes rhythmic patterns

GRADE 5
This requires that the student:
- follows a basic warm-up
- accurately memorizes and repeats age appropriate locomotor and nonlocomotor phrases
- uses accurate terms when describing basic dance steps and movements
- understands and repeats changing rhythmic patterns
- begins to understand the relationship between music and dance

GRADE 6
This requires that the student:
- follows a more complex warm-up
- accurately memorizes and repeats more complex movement phrases
- broadens dance vocabulary

GRADE 7
This requires that the student:
- accurately memorizes and repeats more complex movement phrases
- demonstrates basic body alignment
- uses basic dance terms
- understands and repeats rhythmic patterns which have an accent placed on different beats

GRADE 8
This requires that the student:
- practices with less guidance
- accurately memorizes and repeats more complex movement phrases in 2 or more dance styles
- demonstrates an increased depth of movement vocabulary
- demonstrates continued development and refinement of rhythmic skills, and explores movements without meter

GRADE 9
This requires that the student:
- accurately memorizes and repeats longer and more complex movement phrases with increased technical ability in 2 or more dance styles
- demonstrates a better sense of alignment during warm-up and locomotor sequences
- performs short movement sequences with accuracy
- can put together a dance phrase using basic movement vocabulary

GRADE 10
This requires that the student:
- develops ability to use the body as an instrument of expression
- recognizes and adjusts inaccuracies in dance technique
- demonstrates increased technical accuracy in 2 or more dance styles
- has an increased vocabulary of dance terms

GRADE 11
This requires that the student:
- develops more advanced technical abilities
- performs longer movement combinations and phrases
- recognizes and evaluates inaccuracies in the dance technique of others
- has a broader and more innovative movement vocabulary
- demonstrates a range of dynamics and movement qualities in 2 or more dance styles

GRADE 12

This requires that the student:

- designs and teaches a progressive and effective dance warm-up
- integrates appropriate dance vocabulary in all classes and projects
- masters energy, dynamics and technical accuracy in a learned movement sequence
- adjusts to various dance styles, and to working with different choreographers

STANDARD 2: Students will understand and apply the principles of choreography.

GRADE K
This requires that the student:
- free dances with increasing confidence
- creates a shape or movement of their own
- has a beginning awareness of movement variety in terms of the elements

GRADE 1
This requires that the student:
- continues to improve free dancing by exploring new movements
- is able to remember and repeat a movement they have observed
- sees that a movement has a beginning and end
- begins to link movements together
- varies a single movement or shape in terms of some of the elements

GRADE 2
This requires that the student:
- takes a single movement or shape and varies it, and knows the difference between the two
- begins to remember some of the movements done while free dancing
- begins to link movements together
- links their own or others' movements into a short combination with a clear beginning and ending
- free dances and incorporates more dance elements

GRADE 3
This requires that the student:
- begins to improvise in response to a set of directions
- remembers and selects from improvisation sequences
- links varied movements and shapes together with a clear beginning, middle and ending
- varies movement by using at least 2-3 different elements
- begins to revise movements created
- performs creative work for peers

GRADE 4
This requires that the student:
- improvises freely in response to a set of directions
- begins to learn how to complete movements and make adequate transitions
- varies movements using at least 2-3 elements and compares differences
- revises and reorders movements
- performs work for peers, and begins to discuss it

GRADE 5
This requires that the student:
- creates a movement study in response to a set of directions
- collaborates with others to combine movement phrases
- recognizes how they can vary space, time and energy
- revises and reorders movement study
- performs for peers, and gives positive feedback by talking about parts of a dance which they liked or which were interesting

GRADE 6
This requires that the student:

- works in collaboration with others and follows a set of directions to create a movement sequence
- identifies differences between planned choreography and improvisation
- is comfortable using space, time, energy variations in all of their creative work
- begins to identify some concepts of dance form, i.e. unity, continuity, variety, repetition
- begins to comment about the form of a dance

GRADE 7
This requires that the student:

- creates movement phrases for a solo, duet or small group
- continues to explore using space, time and energy in all of their own work
- analyzes choreography in terms of concepts of form, i.e. unity, continuity, variety, repetition and overall form
- compares and discusses differences in dance style
- identifies different types of accompaniment for dance

GRADE 8
This requires that the student:

- creates a short study using a traditional dance form, i.e. theme and variations, A-B-A, rondo
- creates a short study as a solo, duet, or for a small group
- discusses a dance from a space, time, energy and form perspective
- begins to understand the relationship between movement and accompaniment

GRADE 9
This requires that the student:

- can begin to identify a starting point for creating a dance
- understands how differences in space, time and energy affects a choreography
- designs a group improvisation on a specific theme

GRADE 10
This requires that the student:

- creates a self-directed phrase
- contrasts different approaches to the use of space, time and energy
- designs a group improvisation on a specific theme, and selects material for a short study

GRADE 11
This requires that the student:

- creates a self-directed study
- applies his/her understanding of space, time and energy to a study
- creates a short dance combining a least 2 traditional forms
- designs a group improvisation on more than one theme, and selects material for a dance

GRADE 12
This requires that the student:

- creates a self-directed dance
- creates a short dance with an awareness of the elements, aspects of form and the motivation or structure for the dance

STANDARD 3: Students will create, communicate, and problem solve through dance.

GRADE K
This requires that the student:
- explores a movement based on a feeling
- explores a movement based on stories, poetry, art and music presented by the teacher
- moves in relation to a prop

GRADE 1
This requires that the student:
- identifies how different feelings can change a movement
- continues to explore movement based on stories, poetry, art and music presented by the teacher
- uses a prop in different ways

GRADE 2
This requires that the student:
- demonstrates how different feelings change a movement
- creates more than one phrase based on stories, poetry, art and music
- creates a movement sequence using a prop

GRADE 3
This requires that the student:
- begins to realize that dance can come from many sources
- demonstrates how different feelings change a short series of movements
- creates a short study based on a feeling, story, poetry, art or music
- creates a short movement sequence using a prop in a variety of ways

GRADE 4
This requires that the student:
- uses a prop creatively and in cooperation with other dancers
- creates a dance cooperatively with others which is based on a feeling, story, poetry, art or music

GRADE 5
This requires that the student:
- uses everyday gestures as a basis for creating a movement study, i.e. hello, good-bye
- evaluates a study done by own peers in terms of what it communicates

GRADE 6
This requires that the student:
- uses daily activities as a basis for creating a study, i.e. brushing teeth, roller blading, eating
- begins to understand abstraction as a way of creating movements
- evaluates a study done by peers in terms of what it communicates
- compares and contrasts how several people or groups have solved the same movement problem

GRADE 7
This requires that the student:
- uses movement ideas from work and sports as the basis of creating a study, i.e. baseball, tennis
- deepens understanding of abstraction as a way to create movements
- makes choreographic suggestions based on discussion of comparison and contrast

GRADE 8

This requires that the student:

- creates a dance that includes a range of feelings
- uses events in personal life as a basis for creating a dance, i.e. births, awards, worst day, divorce
- has deepening understanding of abstraction as a way of creating a dance
- is able to make additional choreographic suggestions based on discussion of comparison and contrast
- looks at and analyzes a video of a dance performance

GRADE 9

This requires that the student:

- collaborates with another to communicate own idea in study
- compares and contrasts how 2 different choreographers communicate through dance

GRADE 10

This requires that the student:

- selects movements that effectively communicate an idea or ideas
- communicates own idea in a study

GRADE 11

This requires that the student:

- directs others in communicating an idea or ideas effectively

GRADE 12

This requires that the student:

- evaluates the attempts of others to communicate an idea or ideas

STANDARD 4: Students will understand and relate the role of dance in culture and history.

GRADE K
This requires that the student:
- talks about why people dance
- does a simple folk dance appropriate for this grade
- describes an occasion in their own life when people danced

GRADE 1
This requires that the student:
- talks about why people dance in greater detail
- does a simple folk dance appropriate for this grade
- describes an occasion when dance is done by people in another culture

GRADE 2
This requires that the student:
- describes several reasons why people dance
- performs a folk dance from another culture, and knows the context in which dance was done
- describes a variety of occasions in which dance is done in various cultures

GRADE 3
This requires that the student:
- performs folk dances from several cultures and knows the context in which dances were done
- creates own movements based on dances from another culture

GRADE 4
This requires that the student:
- performs folk dances from a number of cultures, and knows the context in which these dancers were done
- identifies dances from different cultures and different historical periods
- understands the meaning of several dances from different cultures

GRADE 5
This requires that the student:
- studies another culture in which dance plays an important role, i.e. Native American, African, Latino
- learns a dance from this culture
- identifies origins of some current popular dances

GRADE 6
This requires that the student:
- studies more than one culture in which dance plays an important role
- learns several dances from these cultures
- understands the connections between some of these dances and specific cultural ceremonies, festivals or holidays
- identifies some social events which influenced the development of popular dances

GRADE 7
This requires that the student:
- studies many cultures in which dance plays an important role
- learns dances from these cultures
- compares and contrasts some of these dances
- identifies social events which influenced the development of popular and historical dances
- researches dances of other cultures on the internet, or from books and videos

GRADE 8
This requires that the student:

- studies additional cultures in which dance plays an important role
- learns dances from these cultures
- compares and contrasts some of these dances
- researches dances of other cultures on the internet, or from books and videos
- creates an original dance based on one of the cultural dances studied

GRADE 9
This requires that the student:

- experiences a variety of dances from all over the world
- researches important personalities from dance history

GRADE 10
This requires that the student:

- experiences a variety of dances from all over the world
- understands that performing various cultural dance forms requires different skills and techniques
- develops a timeline showing the evolution of specific dances or dance styles

GRADE 11
This requires that the student:

- experiences a variety of dances from all over the world
- discusses how aesthetic judgments vary from culture to culture
- discusses how historical events in a culture influenced the dances of that culture

GRADE 12
This requires that the student:

- experiences a variety of dances from all over the world
- explores cultural dance opportunities in their own community outside of school
- presents a multi-media lecture-demonstration on a given culture and its dances

STANDARD 5: Students will understand the benefits of dance for lifelong fitness.

GRADE K
This requires that the student:
- explores the range of motion in various parts of his/her body
- does exercises that promote strength and flexibility
- participates in a short warm-up

GRADE 1
This requires that the student:
- notices differences in range of motion in his/her body
- follows safe movement techniques such as bending knees when landing from a jump
- does exercises that promote strength and flexibility
- participates in a warm-up

GRADE 2
This requires that the student:
- is able to explain differences in range of motion in his/her body
- demonstrates safe movement techniques such as landing from a jump
- demonstrates exercises that promote strength and flexibility
- connects anatomical terms with body parts
- participates in a warm-up

GRADE 3
This requires that the student:
- demonstrates exercises that promote strength and flexibility
- identifies the components of dance fitness
- identifies the functions of parts of the skeleton and major muscle groups
- participates in a warm-up

GRADE 4
This requires that the student:
- demonstrates safe movement techniques
- begins to learn about the components involved in developing fitness
- participates in a warm-up, and understands its importance

GRADE 5
This requires that the student:
- begins to identify safety aspects when doing technique
- identifies fitness goals for dancers
- understands basic nutrition and good sleeping habits
- understands what each part of the warm-up accomplishes

GRADE 6
This requires that the student:
- demonstrates safe movement techniques and deepens understanding of safety aspects
- understands specific results produced from bad movement habits
- begins to keep a written record of progress in developing fitness
- plans a warm-up with some guidance

GRADE 7
This requires that the student:
- demonstrates safe movement techniques and deepens understanding of safety aspects
- keeps journal of progress in developing fitness
- plans and leads a warm-up with some guidance

GRADE 8
This requires that the student:
- demonstrates safe movement techniques and deepens understanding of safety aspects
- keeps a journal of progress in developing fitness
- reflects and analyzes progress in personal fitness over several years
- plans and leads a warm-up with some guidance

GRADE 9
This requires that the student:
- knows and uses basic and correct anatomy vocabulary
- knows and uses safe stretching and strengthening techniques
- records changes in strength, muscular endurance, cardiovascular endurance, flexibility and body composition during dance training
- understands that specific dance forms are appropriate for increasing fitness at any age, i.e. social dance, Tai Chi

GRADE 10
This requires that the student:
- demonstrates and discusses basic vocabulary and concepts from kinesiology
- understands the causes of common dance injuries and how to prevent them
- evaluates improvements in strength, muscular endurance, cardiovascular endurance, flexibility and body composition during dance training

GRADE 11
This requires that the student:
- explores cross-training methods in relation to dance
- predicts and compares changes in fitness levels based on cross-training
- evaluates various dance forms as a means of lifelong fitness

GRADE 12
This requires that the student:
- designs a fitness program that will enhance their dance training, and improve on their weaknesses
- designs an outreach dance fitness program for another group in their community, i.e. senior citizens, differently abled

STANDARD 6: Students will understand the relationships and connections between dance and other disciplines.

GRADE K
This requires that the student:
- understands some concepts from another subject through dance, i.e. letters or numbers

GRADE 1
This requires that the student:
- understands slightly more complex concepts from another subject through dance, i.e. the life cycle of an insect or plant
- draws picture of some of their dance movements

GRADE 2
This requires that the student:
- understands concepts from a few subjects through dance, i.e. writing a class story and interpreting it with dance movement
- draws picture of some of their dance movements

GRADE 3
This requires that the student:
- understands concepts from the other arts through dance, i.e. interpreting a piece of music or a painting in dance
- is able to connect with science concepts through dance movement, i.e. energy, body systems

GRADE 4
This requires that the student:
- continues to understand concepts from other subjects through dance, i.e. interpreting city life, the life of historical personalities, or map reading skills in dance movement
- begins to compare and contrast various processes used in different disciplines, i.e. the creative writing process, and the creative process in choreography

GRADE 5
This requires that the student:
- begins to understand how dance can be used in other art forms, i.e. ice shows, opera, musicals
- creates a study in response to a show or film he/she has seen
- begins to understand the similarity of concepts found in another discipline to those used in dance, i.e. rhythm in music, line in painting, shape in geometry

GRADE 6
This requires that the student:
- begins to create studies using some of the steps in the creative process, i.e. preparation, illumination, incubation, verification
- applies understanding of creative process in dance to doing creative work in another discipline

GRADE 7
This requires that the student:
- connects specific steps of the creative process to specific steps in making a dance
- does creative work in another discipline by going through the specific steps of the creative process, i.e. uses these steps to create a painting, sculpture, music, poetry

GRADE 8
This requires that the student:
- creates a dance based on a social concept or idea, i.e. overcrowding in cities, industrialization, famine
- researches the internet, videos or books for source materials from another discipline which can be used as materials for creating a dance

GRADE 9
This requires that the student:
- participates in projects in which dance is combined with other disciplines, i.e. music, theatre, art
- analyzes the components of multi-disciplinary dance projects
- researches and discusses how technology can reinforce, enhance, or alter a dance

GRADE 10
This requires that the student:
- collaborates in the creation of a project in which dance is combined with other disciplines
- critiques a multi-disciplinary dance-based project
- participates in a dance-based project that uses technology

GRADE 11
This requires that the student:
- directs the dance portion of an interdisciplinary project in collaboration with other student directors
- does peer evaluation of a dance-based interdisciplinary project
- collaborates in a dance-based project that uses technology

GRADE 12
This requires that the student:
- creates an interdisciplinary project that includes both technology and dance

GLOSSARY

Colorado Benchmarks/Expectations in Dance

Abstract. To remove movement from a particular or representative context by manipulating it with the elements space, time and force to create a new sequence or dance that remains the essence of the original.

Alignment. Placing the different segments of the body one above the other so that in profile view the ear, shoulder, hip, knee and ankle are on or close to a straight line which is perpendicular to the floor.

Artistic Criteria. Standards on which to make judgments about the merits of a work of art.

Auditory. The sense of hearing.

Body Composition. The percentage of components such as muscle or fat which make up the human body.

Cardiovascular Endurance. The ability of the heart and blood vessels to function efficiently during sustained, vigorous exercise.

Choreography. A dance sequence that has been created with specific intent.

Communication.

Literal. Movement which is created having to do with a particular story line, theme or idea.

Non-Literal. Movement which is created simply for the sake of movement.

Non-Verbal. Having to do with posture, gesture, body position, facial expression, use of space and attitude.

Cross-Training. The use of diverse or different methods to condition the body.

Culture. Characteristics of a particular group of people--their beliefs, customs, traditions and ceremonies.

Dance Composition. A sequence of movements created with a specific thematic structure.

Dynamics. The expressive content of human movement, sometimes called qualities or efforts. Dynamics is manifest from the interrelationships among the elements of space, time and force/energy.

Elements of Dance. Space, Time, Force/Energy. Dance moves in and through space; progresses through time, at various speeds or tempos; and requires the body to use energy in a wide range of movements from very light and minimal to very big and strong.

Energy. That which gives various movements their specific characteristics of force, either strong or light such as kicking or running, and floating or turning.

Exploration. Spontaneous movement developed from a less in-depth process than improvisation.

Fitness. The ability of the body to work efficiently under various situations. Fitness includes flexibility, strength (both muscular and cardiovascular), and percentage of body fat.

Form. The overall shape or development of a whole dance.

Improvisation. Movement that is created spontaneously, and is both choreography and performance simultaneously.

Kinesthetic. The ability of the body's sensory organs in the muscles, tendons and joints to respond to either external or internal stimuli.

Muscular Endurance. The ability of the muscles to work strenuously for progressively longer periods of time without tiring.

Locomotor. A term used to describe movements that cross space such as walk, run, leap.

Nonlocomotor. A term used to describe movements that do not move the body through space such as bend, twist or reach.

Pattern. The organization of movements into relationships which can be recognized.

Range of Motion. The degree or amount of movement possible in a joint of the body.

Rhythm. A structure or pattern in sound or movement which progresses through time.

Style. Different forms of dance such as jazz, ballet or modern.

Technique. Movement skills which are learned.

Transition. An aspect of form in dance composition which provides a bridge between one movement phrase and another.